



National Curriculum		A1	A2	Sp1	Sp2	Su1	Su2
Class 1		Harvest Time/ Superheroes	The Polar Express/ Fairy tales and Castles	We're going on a safari/ Splendid Skies	Chocolate/ Springwatch in Brompton	Mad about mini- beasts/ Walking with dinosaurs	Enchanted Woodland/ Land Ahoy!
EY and Year 1	<p>Area</p> <p>Key Knowledge to be taught</p> <p>Key skills</p>	<p>The lives of significant people who have contributed to national and international achievements</p> <p>1)Why do we have Black History Month? • Ask questions such as: What was it like for people? What happened? How long ago? Harvest Time Changes within living memory 1)How does the land change over Harvest time? 2)How have I grown and changed? • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Place events and artefacts in order on a time line. Superheroes The lives of significant people who have contributed to national and international achievements 1) Who was Captain Tom Moore? 2) Who was Florence Nightingale? • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.</p>	<p>Significant historical events.</p> <p>1)What was the gunpowder plot? • Describe historical events • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. Bonfire Night The lives of significant people who have contributed to national and international achievements 1)When did Guy Fawkes live? 2)Who was he? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. Events beyond living memory that are significant nationally 1)What was the Great Fire of London? 2)What do we remember on Remembrance Day? • Label time lines with words or phrases such as: past, present, older and newer. • Place events and artefacts in order on a time line.</p>	<p>We're going on a safari The lives of significant people who have contributed to national and international achievements.</p> <p>1)Who is David Attenborough? 2)Why is conservation important? 3)Why did people not always think this was important? • Observe or handle evidence to ask questions and find answers to questions about the past. Splendid Skies The lives of significant people who have contributed to national and international achievements. 1)What did Neil Armstrong do? 2)What did Buzz Aldrin and Michael Collings do 3) When was the first Apollo 11 moon landing. 4) Who is Tim Peake 5) Where did he go? • Place events and artefacts in order on a time line. • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.</p>	<p>Chocolate Events beyond living memory 1)How has chocolate changed through the time? 2)Who used to harvest Cacao? 1)What did chocolate taste like years ago? • Observe or handle evidence to ask questions and find answers to questions about the past. Springwatch in Brompton Changes within living memory 1)How has farm equipment changed? 2)How has farming changed? • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Significant historical events, people and places in their own locality 1)Who was Wordsworth? 2)What did he do in Brompton church? -Daffodils poem • Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Significant historical events, people and places in their own locality 1)Why do we have Armed Forces Day? 2)How has this changed through the years? • Label time lines with words or phrases such as: past, present, older and newer. • Place events and artefacts in order on a time line. Mad about mini-beasts 1)Who was Rainforest explorer Colonel Percy Fawcett 2)What did he discover? Walking with Dinosaurs The lives of significant people who have contributed to national and international achievements 1)Who was Mary Anning? 2)What did she discover? Events beyond living memory 1)When did the Dinosaurs live? 2)How did they live? • Place events and artefacts in order on a time line. • Observe or handle evidence to ask questions and find answers to questions about the past.</p>	<p>Changes within living memory Transition, moving on /Changes at school 1)Where was I before Brompton Primary School 2)Where might I go after this class / school? • Recount changes that have occurred in their own lives. • Use dates if appropriate • Label time lines with words or phrases such as: past, present, older and newer. Enchanted Woodland 1)Who was Baden Powell 2) What did he create? 3) What do they do? Land Ahoy Changes within living memory 1)What is happening to our oceans? 2)How has the coral reef changed over time? 3)What does the future for coral look like? • Place events and artefacts in order on a time line.</p>

Vocabulary	Land time change country farm taller older bigger year now then past present today yesterday memory modern same different before after	Bonfire Remembrance War Thomas Farriner's Bakery escape Samuel Pepys River Thames Tower of London St Paul's Cathedral Now then past present today yesterday memory modern same different before after	Neil Armstrong, Buzz Aldrin Michael Collings. Apollo 11 NASA Conservation Now then past present today yesterday memory modern same different before after	equipment old new Tractor Bailing Harvesting Silage Thrashing Ploughing Sowing Chocolate cacao Now then past present today yesterday memory modern same different before after	Dinosaurs reptiles Jurassic, Triassic Cretaceous periods Now then past present today yesterday memory modern same different before after	Oceans coral reef changes future plastic pollution marine Changes moving on future Now then past present today yesterday memory modern same different before after
Links to EY curriculum	<p><u>Understanding the World</u> <i>Past and Present</i> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p><u>All work in EYFS is underpinned by Communication and Language development</u></p> <ul style="list-style-type: none"> • Learn new vocabulary • Make comments about what they have heard and ask questions to clarify their understanding. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Use new vocabulary in different contexts. 					
Enrichment	Superhero (service school visits – vet, police, nurse, coastguard, ambulance)	Visit to church / Remembrance garden Fire Brigade visit	Space/star dome	Farm visit York Chocolate Story visit	Visit to Rotunda museum	Coastal visit Hidden Horizons

			A1	A2	Sp1	Sp2	Su1	Su2	
			Anglo Saxons		Search for the Ring of Fire		Ancient Egypt		
Class 2 Year 2 and 3	Year A	Area	Anglo Saxon Britain inc Roman withdrawal, Scots invasion, Anglo-Saxon invasions and village life, art, culture and Christianity conversion.		Changes within living memory inc transport, communication, technology, toys, books, food and entertainment.		Significant events in own locality: Local History inc the history of Brompton village.		the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt – Pharaohs, pyramids, mummification, the River Nile, hieroglyphics, Cleopatra and the defeat by Alexander the Great
		Key Knowledge to be taught	<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> dates / time period / era / change / chronology 		<p>1)How has transport changed over time?</p> <ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a time line. 		<p>1)How has Brompton Hall changed through the years?</p>		<p>1)When was the ancient Egyptian Civillisation? What else was happening around the world?</p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates.
		Key skills	<p>1)When did Anglo Saxons settle in Britain</p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. <p>2)What is the difference between invade and settle?</p> <ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a time line. <p>3)Where did they come from? / Why?</p> <ul style="list-style-type: none"> Suggest causes and consequences of some of the main events and changes in history. <p>4)When did the Anglo Saxon age end? / Why?</p> <ul style="list-style-type: none"> Use dates and terms to describe events. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. <p>5)How have the Anglo Saxons influenced modern life? Eg. Days / settlement names</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. <p>6)How did they live? (clothes / houses / society)</p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. <p>7)What did they believe?</p> <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>8)How do we know about the Anglo Saxons?</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. <p>9)What can we learn from Sutton Hoo?</p> <ul style="list-style-type: none"> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. <p>10) Explain where the Anglo Saxons fits in the History of Britain</p> <ul style="list-style-type: none"> Give a broad overview of life in Britain from ancient until medieval times. 		<p>2)How has communication changed?</p>		<p>2)Where did George Cayley live and work?</p>		<p>2)Why did they live along the River Nile?</p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. <p>(3)Where is Egypt?- Geography)</p>
		Vocabulary	Settlers archaeologist Anglo-Saxon kingdoms Shires Thane Wessex Witan churl Mercia		Blackboard chalk inkwell nit nurse pen/nib ludo marbles		Brompton Hall hotel William Wordsworth		Archaeologist pharaohs tombs pyramid hieroglyphs vizier scribe sarcophagus mummy papyrus scarab
Enrichment	Trip to Murton Park				Local area exploration		Trip to Leeds City museum		

			A1	A2	Sp1	Sp2	Su1	Su2
			Around the World in 80 days		Robots and Inventors		Stone Age	
Class 2 Year 2 and 3	Year B	Area	Significant events in own locality – Queen Victoria /Victorian Britain and George Cayley first aeroplane flight.	Lives of significant individuals Florence Nightingale Emily Davison	Lives of significant individuals - Tim Berners-Lee Christopher Columbus and Neil Armstrong – compare and contrast.	Changes in Britain from the Stone Age to the Iron Age Inc Skara Brae, Bronze Age, Stonehenge, Iron Age farming, art, culture and food.		
		Key Knowledge to be taught	1)When did Queen Victoria take the throne? • Compare some of the times studied with those of other areas of interest around the world. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 2)What was a workhouse? 3)What was life like for poor people in the workhouse? 4)What jobs did Victorian children have to do? 5) How were the lives of Victorians different to ours? • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 6)What is an Empire? • Compare some of the times studied with those of other areas of interest around the world. 7)Who was George Cayley? 8) When did George Cayley first fly his glider? • Describe changes that have happened in the locality of the school throughout history. • Understand the concept of change over time, representing this, along with evidence, on a time line. 9) Explain where Victorians fit in the History of Britain • Give a broad overview of life in Britain from ancient until medieval times.	1)Who was Florence Nightingale? 2)Why is she famous? 3)Why was Britain in the Crimean war? 4)Who was Emily Davison? 5)Why is she famous? 6)What was a suffragette • Use evidence to ask questions and find answers to questions about the past. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology.	1)Who was Columbus? 2)Where did he discover? 3)How did he get there? 4)Who was Neil Armstrong 5)Where did he discover? 6)How did he get there? 7)What was similar / different about their achievements 9)What did Tim Berners Lee invent? 10)How does the world wide web make life easier compared with before? • Use evidence to ask questions and find answers to questions about the past. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology.	1)What are the 3 main parts of the Stone Age? • Suggest causes and consequences of some of the main events and changes in history. 2)When was the Stone age? • Place events, artefacts and historical figures on a time line using dates. 3)How did Stone age people live? (clothes / houses / society) • Describe the social, ethnic, cultural or religious diversity of past society. 7)How do we know about Stone Age Life? 8)What tools or weapons did they have? 9)What animals did stone age people encounter? • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. 9)What can we learn from Skara Brae? • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 10) Explain where the Stone Age fits in the History of Britain • Give a broad overview of life in Britain from ancient until medieval times.		
		Key skills						
		vocabulary	Cayley aeronautics glider Design flight pioneer Queen Victoria / Empire / throne quilt penny farthing farthing washing dolly charabanc workhouse mill gruel chimney sweep picker trapper British Empire	Empire Patients, Italy , Lady of the lamp, hospital, war, founder of modern nursing Teacher marches feminist Christian Derby suffragette courageous	WWW Internet communication fax machine Computer scientist ENQUIRE Explorer Americas Indigenous Native navigate caravels Exploration flagship American astronaut NASA Astronaut Apollo Gemini	Archaeologists artefact Neolithic B.C. tribal hunter-gatherers settlement prey Skara Brae Mammoth fur pelt jewellery tools weapons throwing stones Paleolithic Hand axe antler borer hammer stone cave paintings flint Mesolithic Bronze Copper Daggers, blades, spearheads, chisels durable		
Enrichment	Ryedale Folk Museum/Castle Museum Victorian experiences			Trip to Murton Park				

			A1	A2	Sp1	Sp2	Su1	Su2
			Vikings & Dragons		Lights, Camera, Action		Keen to be Green	
Class 3 Year 4, 5 and 6	Year A	Area	Vikings (Anglo Saxons)		Ancient Greece – a study of Greek life and achievements and their influence on the western world		a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- a significant turning point in British history: Industrial Revolution and its effects today	farming and green technology-linked to Nature / Family Pillars - See Geography
		Key Knowledge to be taught	<p>1)Why did the Vikings come to Britain? 2)What does invade and settle mean? • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>3)Where did the Vikings come from? 4) When did they come? • Use dates and terms accurately in describing events.</p> <p>5)Why is Lindisfarne important? 6)What can we learn from the account of Lindisfarne? 7) What were Viking ships like? Why did they look like this? • Use sources of information to form testable hypotheses about the past. • Refine lines of enquiry as appropriate</p> <p>8)How did they live? (clothes/ houses / stories/society) 9)Did the Vikings believe in Gods? 10) How did they write? 11) What is Valhalla? 12) What did they trade? • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs/attitudes/experiences of men/women/children.</p> <p>13) How do we know about the Vikings? – evidence : items / Yrsvik / town names / street names...) • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Refine lines of enquiry as appropriate.</p> <p>14) Explain where Vikings fit in the History of Britain • Give a broad overview of life in Britain from medieval until modern times and explain the links between eras or why these changes occurred.</p>		<p>1)When was the ancient Greek Civilisation? What else was happening around the world? • Compare some of the times studied with those of the other areas of interest around the world. • Use dates and terms accurately in describing events.</p> <p>2) What can we learn about the ancient Greeks by studying the Olympics? (events / marathon / torch / place names) • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>3) What evidence can we use to find out about the ancient Greeks? (pots / buildings / Olympics/ accounts) • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past.</p> <p>4) What gods did the ancient Greeks believe in? Where did the gods live? 5) What were city states? 6) How did Spartans and Athenians differ? 7) What was life like for women in Ancient Greece? • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas/s/beliefs/attitudes/ experiences of men, women and children.</p> <p>8)What was the Trojan horse? 9) Who were Theseus and the Minotaur? Is there any evidence for the legend?</p> <p>10) Who was Alexander the Great? How did the Greek empire end? • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>11) How did the Ancient Greeks change our lives? (democracy, theatre, Pythagoras, Alphabet) • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>		<p>1) When was the Industrial Revolution? Who was on the Throne? • Use dates and terms accurately in describing events.</p> <p>2) What was life like before it? • Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>3) What caused the Industrial revolution? 4) What positives and negatives were there? 5) How were towns and villages changed? • Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>6) How were children treated in the Industrial revolution? What changed this? • Describe the characteristic features of the past, including ideas, beliefs/attitudes/experiences of men/women/children.</p> <p>7) Explain where the Industrial Revolution fits in the History of Britain • Give a broad overview of life in Britain from medieval until modern times and explain the links between eras or why these changes occurred.</p>	
		vocabulary	Archaeologist raids longhouse berserkers longship Odin Scandinavia Danelaw Jorvik settle runes pagans monasteries traders invade Valhalla	Philosophy Athenians Spartans Democracy Olympics Zeus toga Apollo Empire sacred truce states temple theatre Partheon ostracon Hoplites	British Empire revolution industrial Spinning Jenny urbanisation Child Labour Cottage industry Assembly line Mass production migration picker			
Enrichment	Visit to Jorvik Viking Centre and Viking York	Greek theatre masks / plays	NPP – Victorians					

			Visit to Jorvik DIG! Archaeology museum	NPP – The Greeks				
			A1	A2	Sp1	Sp2	Su1	Su2
			Space & Engineering		The Americas		World Cup/Olympics	
Class 3 Year 4, 5 and 6	Year B	Area	The Space Race (linked to Rural Aspiration / broadening horizons focus)		a non-European society that provides contrasts with British history: Mayans/Native Americans		History of sport / History relating to host nation(s) of event(s)	
		Key Knowledge to be taught	1) When did man first land on the moon? <ul style="list-style-type: none"> Compare some of the times studied with those of the other areas of interest around the world. Use dates and terms accurately in describing events. 2) Who was the first man on the moon? <ul style="list-style-type: none"> Use dates and terms accurately in describing events. 3) Why was this so important for America and Russia? <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. 4) How did the team travel to the moon? 5) How did science save the day on Apollo 13? 6) Who was the first person in orbit? <ul style="list-style-type: none"> Use dates and terms accurately in describing events. 7) What are more recent projects trying to discover or find out? 8) Why do some people think we should not be trying so hard to explore space? <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 		1)Where in the world did the Mayans live? 2)When was the Mayan civilisation? What else was happening in the world at the same time? <ul style="list-style-type: none"> Compare some of the times studied with those of the other areas of interest around the world. Use dates and terms accurately in describing events. 3)What did the Mayans invent? 4)What were Mayan cities like? 5)What did Mayans eat? <ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Refine lines of enquiry as appropriate. Understand that no single source of evidence gives the full answer to questions about the past. 6)What did the Mayan’s believe? 7)Why were masks important to Mayans? 8)How did Mayans count? <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 9)How might the Mayan civilisation have ended? <ul style="list-style-type: none"> Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. 		1) What was the first XXXX cup / games? 2) How has the sport of XXXX developed? 3) What are the key historical events and figures in the host nation 4) How has the host nation developed? <ul style="list-style-type: none"> Skills utilized depending on content (Class 3 Milestones covered through other topics already) 	
		vocabulary	Alan Shepard Alexey Leonov astronaut atmosphere capitalism Cold War Communism cosmology cosmonaut cosmos “Buzz” Aldrin engineer Lunar Module Mission satellite Sea of Tranquility Space Age spacewalk Sputnik superpower Yuri Gagarin	Glyphs codices Chichen Itza cacao mathematicians astronomers limestone sacrifice blood-letting rituals afterlife society royal scribes priests nobles independence native tribe tipi powwows states	Related to the history of the country hosting the given event.			
Enrichment	Space Dome	NPP – Mayans Independence Day celebration	Residential and/or visit to a sporting even PE/sporting festival/event					

			A1	A2	Sp1	Sp2	Su1	Su2
			Witches & Wizards		War: What is it Good For?		Brompton & Beyond	
Class 3 Year 4, 5 and 6	Year C	Area	Romans – chronological history of key events and impact on Britain		a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- a significant turning point in British history: WW2 Local history study – gravestone / ancestry work		Local history study – developing chronology through the history of the local area / field work -a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) -a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	
		Key Knowledge to be taught	1)Why did the Romans come to Britain? Who was already here? What is an Empire? • Compare some of the times studied with those of the other areas of interest around the world. • Identify periods of rapid change in history and contrast them with times of relatively little change. 2)What does invade and settle mean? • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). 3)Where did the Romans come from? 4) When did they come? • Use dates and terms accurately in describing events. 5)What is Hadrian's Wall? 6)What was life like for a soldier on Hadrian's wall? • Use sources of information to form testable hypotheses about the past. • Refine lines of enquiry as appropriate 8)How did Romans live in Britain and Rome? (clothes/houses / stories/society / army) 9)What did the Roman's believe in? • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs/attitudes/experiences of men/women/children. 10) How do we know about the Romans? – evidence : items / roads / town names / street names... 11) What did the Romans invent that we use today? • Use sources of evidence to deduce information about the past • Select suitable sources of evidence, giving reasons for choices • Use sources of information to form testable hypotheses about the past. • Refine lines of enquiry as appropriate. • Understand that no single source of evidence gives the full answer to questions about the past. 12) Explain where Romans fit in the History of Britain • Give a broad overview of life in Britain from medieval until modern times and explain the links between eras or why these changes occurred.		(see Hamilton Trust resources) 1)How did WW2 start? 2)When did WW2 start and end? • Use dates and terms accurately in describing events. • Compare some of the times studied with those of the other areas of interest around the world. 2)What was the Home Front? (roles of men and women? What evidence do we have? What is propaganda?) • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 3)What was life like for children? • Describe the social, ethnic, cultural or religious diversity of past society. • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, give reasons for choices • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. 4)What was the Blitz? 5)What happened at Dunkirk? • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 6)What is no-man's land? 7)Why was D. Day so important? • Describe the characteristic features of the past, including ideas/beliefs/attitudes/experiences of men, women, children. 6)Who was Anne Frank? • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas/beliefs/attitudes/experiences of men, women, children. 8)What events led to the end of WW2? • Use dates and terms accurately in describing events.		1)When did George Cayley live in Brompton? 2) Where did the Cayley family live? (Brompton Hall) 3) What has Brompton Hall been used for through time? (home, hotel, school) 4)Why is the village known as 'The Birthplace of Aviation'? 5)When has the village grown? How has the population changed? How has the school changed? 6)Why is Low Hall important in the Village's history (former Manor House) 7) Who is Wordsworth and what did he do at the church? • Identify continuity and change in the history of the locality of the school. • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.	
		Vocabulary	Centurion emperor aqueduct gladiator Londinium Conquer invade Romanisation Senate Roman baths Empire Julius Caesar Republic Romulus and Remus Boudicca Roman roads Bath Hadrian's Wall Colosseum Celts Iceni		Conflict negotiation trench airship front line no man's land Somme Zeppelin blackout Armistice Day conscription axis Allies Nazi Evacuation evacuee Blitz Propaganda Holocaust Luftwaffe RAF Refugees Kindertransport Neville Chamberlain Winston Churchill Dunkirk D.Day		Population census development land-use parish Aviation residence manor pioneering aeronautical engineer Sir George Cayley All Poet Saints' Church William Wordsworth Low Hall Brompton Hall Georgian	
Enrichment	NPP – The Romans / Visiting archaeologist York Museum / museum gardens		Visit to Eden Camp School history records/logbooks		Visit Cayley's Workshop Visit Yorkshire Air Museum School history records / logbooks			



Pre and Post Topic Assessment in History

- Teachers use the Key learning outlined in these individual subject plans to conduct Pre and Post Unit assessments with all pupils.
- These inform the teaching sequence and also allow teachers to address any misconceptions.